Michigan Developmental Disabilities Council

Information and Tools
for RFP Package 2009.A.

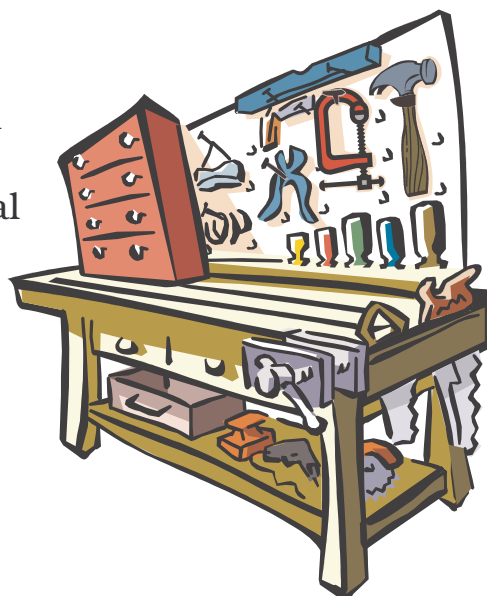**For use in developing a DD Council grant proposal from RFP 2009.A**
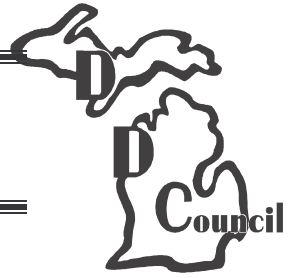
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On the Web: This package and all other information, forms and tools needed to develop or review a proposal for a grant from the Michigan DD Council are available from our web site:

www.Michigan.gov/DDCouncil

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1.A. What Are RICCs?

1.B. 2009 RICC List

1.A. What Are RICCs?

RICC stands for "Regional Interagency Consumer Committee."

A RICC is a local, grassroots, group of people with developmental disabilities, their friends, and family members. Membership is also extended to local advocates, community leaders and service providers. There are more than 50 RICCs statewide and the number is growing.

Historically, RICCs have had three main functions: (1) to provide a forum for addressing local issues; (2) advocating for needed changes in the community, and (3) to inform the DD Council about local conditions for people with developmental disabilities.

An Effective Means

Over the past 30 years, RICCs in Michigan have proven to be a very effective means of changing local systems and the way communities interact with people with disabilities. Many are strong centers for self-determination.

Through local programs, networking, political action and hands-on advocacy, RICCs work to see people taking control of their own lives by making their own choices.

A RICC's activities and influence are usually concentrated in a county or multi-county region of the state. Each RICC helps people with disabilities to become leaders in advocacy in the local communities it serves.

What makes a RICC so effective at the grassroots level? RICCs join with allies, such as centers for independent living, Arc chapters, and other resources to make changes in their community. A RICC can be its community's most effective champion for change. A RICC can also help its members learn critical information, build confidence and develop leadership skills.

Council Funds And Supports
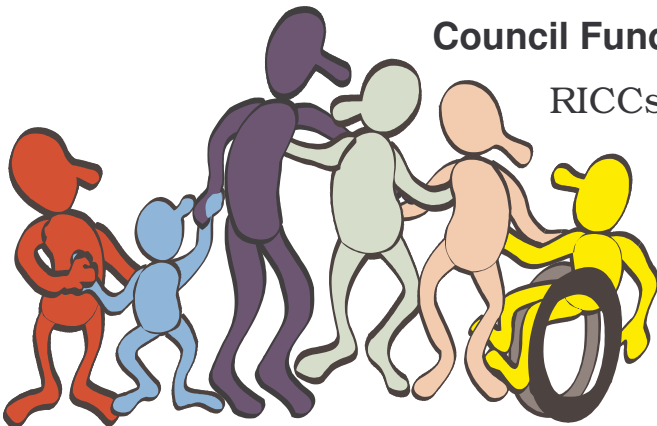
RICCs are funded and supported by the Michigan Developmental Disabilities Council. Council grants provide their operating funds. The community service specialist who supports and guides the RICC activities around the state is a member of the DD Council staff.

RICCs build community coalitions, sponsor workshops, provide training and support to rally around issues. RICCs are charged with recognizing the diversity within each Michigan community and addressing the needs of culturally diverse people with disabilities.

Another form of RICC grant activity is the RICC-Endorsed Community Mini-Grant. This can be as much as $12,000 and requires endorsement from the local RICC.

Areas Of Emphasis

A RICC's priorities reflect the Council's. Among the areas of emphasis are transportation, education, recreation, employment, housing and health.

RICCs welcome your involvement. New RICCs are forming all the time. Contact the Council office for more on these effective advocacy coalitions.

For more information, please contact the DD Council by phone – 517-334-6123, by TDD – 517-334-7354. Our address is: 1033 S. Washington Ave., Lansing, MI 48910. Our website is: www.michigan.gov/ddcouncil.
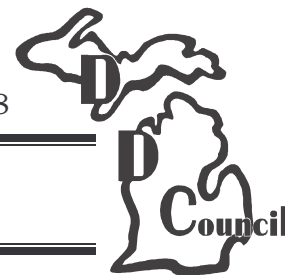
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Our Community Includes Everyone

Michigan Developmental Disabilities Council

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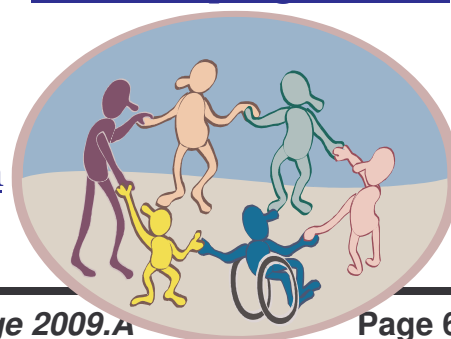
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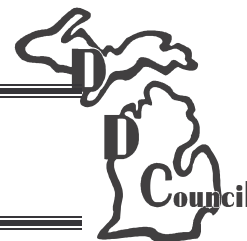ext 10
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2. About DD Council Grants . . .

Understanding why the Michigan Developmental Disabilities Council (DD Council) makes grants and how it administers RFPs, can help you decide whether to respond to a DD Council RFP. It may also improve your chances of writing a winning proposal.

Plan and RFP Process: The DD Council awards grants **only** to carry out strategies in its *Five-Year Strategic Plan.* Its competitive request for proposal (RFP) process is designed to bring in the proposals and select the projects that are most likely to achieve its targeted outcomes.

> **The DD Council does not encourage unsolicited proposals**
> and cannot assure review or consideration for proposals developed outside its planning and request for proposals process.

Values: The DD Council is a systems advocate. Its grants program is one of its tools for changing the way systems support people with developmental disabilities. The Council's objectives are increased support for:

- **Self-determination** and • **Community inclusion and participation** for people with disabilities, including those in minority and culturally distinct populations.

  DD Council grants support **only** projects to make these values the reality for people with disabilities and their families. Grant projects must work in accord with these principles and may not operate in segregated "disability-only" settings.

Methods: The Council's methods stress:

- **Collaboration:** Many DD Council projects require collaboration and/or coalition. Individuals, groups or agencies working in isolation rarely accomplish systems change. Collaboration is always an asset to a grant proposal.

- **Consumer Participation:** All DD Council projects must assure participation by people with DD and their families, including those in minority and culturally distinct populations, in developing, operating and evaluating the project. Every grant proposal must describe how people with

disabilities and their families participated in developing the proposal and specify their role in doing and evaluating it.

- **Outreach and cultural sensitivity**. Every grant proposal must include a plan for outreach to minority populations and plans for assuring cultural competence in doing and evaluating the project.

Outcomes and Sustainability: The Council has a small budget to

influence a complex system. Proposals must show how the project would get the desired results and how improvements would be sustained beyond the grant period.

- DD Council projects must evaluate their activities and accomplishments. Proposals must show how the project would achieve the targeted outcomes, and how it would measure and document its achievements.

- Proposals must describe how capacity developed under the grant will continue and how other improvements will be sustained after the end of the grant.

Process for Reviewing Proposals and Awarding Grants:

The DD Council uses a multi-level review process to select, as objectively as possible, the proposals best suited to supporting its goals. It includes:

> **Check ALL** copies of your proposal. Reviewers have difficulty understanding, or recommending, proposals with missing or out-of-order pages.

- **(Optional) Technical assistance and review of drafts:** DD Council staff is available during regular business hours, as time allows, to answer questions, discuss project concepts, and review draft materials. To assure a thorough review, (with response in time for you to use any suggestions) get your draft in well ahead of the RFP deadline.

- **Pre-Review Screening.** A proposal goes to the full review process only if it arrives at the Council office **by the RFP deadline**, with:

  o A complete original proposal, appropriately signed, and 15 complete copies, including:

     o **All** the elements specified in the instructions and the RFP, with each clearly labeled, and:

     o In readable type and format, *without* complex bindings that cannot be removed one-handed.

- **The Review Group** is made up of volunteers who have a deep commitment to the Council's mission and a broad range of expertise and experience. It will include:

  > **"Grant reviewers [surveyed] believed that organizational mission, proposed consumer involvement, and proposed diversity outreach … are all-important criteria for … who should receive funding."**
  >
  > **--** Recent report from the *Evaluation of DD Council Activities*.

  o At least one DD Council member and one member of the Council's Program Committee, whenever possible.

  o At least one person with a disability and a family member, especially those whose lives might be affected by the particular type of project(s).

  o Representatives of minority and culturally distinct populations.

  o Subject matter experts (e.g., experts in employment, housing, or community services, depending on the type of project), including service providers, state agency representatives and at least one person with evaluation expertise, whenever possible.

  o One or more RICC members and representatives of local service agencies for local projects.

It is important to remember that there will be reviewers who will **NOT**:

  o Understand professional jargon or the technical language of your particular field;

  o Recognize acronyms, especially those for local agencies in your area;

  o Already know about your organization's history and reputation.

On the other hand, there **WILL** be reviewers who:

  o Are sensitive to being labeled because of their disability;

  o Prefer the use of "People First" language; ("Person with a disability," not "Disabled person.")

  o Take exception to language that patronizes or talks down to people with disabilities and their family members.

3. People First Language

In Proposals for Michigan Developmental Disabilities Council Grants

Our Community Includes Everyone

Michigan Developmental Disabilities Council

Purpose

This document provides guidance to those preparing grant proposals for the Michigan Developmental Disabilities Council's (DD Council's) grants program. For people seeking guidance on how to talk about disability issues in other arenas, the references listed at the end of this document may provide more specific information.

Background

In the past, people with disabilities have often been pitied, feared or ignored. Heartwarming, inspirational media stories actually reinforced stereotypes, leading their audience to patronize people with disabilities and underestimate their abilities. Often, people with disabilities were sent away to "special schools" and institutions, to live isolated from society. All of this contributed to discrimination and limited the opportunities available to them. People with disabilities were identified by their disability label first, and their other qualities often went unrecognized.

Social movements in the 1960s and 1970s targeted peace, free speech, social and economic justice, women's liberation and civil rights for African Americans and other minorities. Cross-disability rights activism, encouraged by the examples of the African-American civil rights and women's rights movements, did not emerge on a broad scale until the late 1960s. Gradually, people with disabilities began to move out of institutions, with the aim of finding homes and jobs and living in the community alongside the rest of us. Progress has been uneven, and people with disabilities still face many obstacles in their efforts to claim full citizenship. However, American society has began to move toward a more positive understanding of disability; and we are working toward reflecting that insight in our use of language.

As we build a more inclusive society, we must acknowledge that people with disabilities are, first and foremost, people. They want to lead independent, self-affirming lives and to define themselves according to their ideas, beliefs, hopes and dreams. Our language must recognize our common humanity first. Above all, we must avoid terms that demean or patronize them. In recent years, many in the disability community have come to agree on the use of People First language.

What is People First Language?

The People First self-advocacy movement began in the United States in the 1970s. A group of people with developmental disabilities was organizing a convention where people with developmental disabilities could speak for themselves and share ideas, friendship and information. Someone said, "I'm tired of being called retarded – we are people first." The name *People First* was chosen. The development of People First Language grew out of that original statement, **"We are people first."**
[http://www.people1.org/about_us_history.htm]

People First language is based on recognizing a person's humanity and individuality rather than using a label based on disability. It focuses on the person first, the disability last. We use people-first language to emphasize the uniqueness and worth of each person, not just the differences among people. It describes what the person **HAS**, not what he or she **IS**. For example, we no longer say "the disabled", we say "people with disabilities." The point is to remember that people with disabilities are people first.

Variations

People First language is the accepted usage in most of the developmental disabilities and independent living communities, but agreement is not universal.

♦ **Variant Terms.** Many people with vision impairments, for instance, prefer to be called blind people. Likewise, some people refer to themselves as deaf or hard of hearing. Even where the use of People First Language is almost universal, there are individuals who find some of its usages awkward, wordy, and repetitive. Parts of the disability community continue to try out a variety of new terms. You may hear or see:

- Physically challenged;
- Handicapper;
- Handicapable;
- Inconvenienced;
- disABLEd; or
- Differently abled.

People First advocates see these terms as condescending euphemisms. Some think they are just too artificial and "cute" for official use. They are certainly not acceptable in formal situations, and many people with disabilities and advocates find them annoying.

♦ **Individual Preference.** In common courtesy, any person has the right to be called by the name or term he or she prefers. When dealing with individuals, it is best to ask if you are in doubt.

♦ **Disability Pride.** You may sometimes hear people with disabilities speaking **to each other** in non-People First terms. The Disability Pride movement uses the motto, "We're Disabled and Proud!" Its advocates encourage people with disablities to "take back the definition of disability with militant self-pride." [http://www.disabledandproud.com/]

For now, most presentations, professional articles and grant proposals still require People First language. In official or formal settings, People First language is almost always acceptable. Many rehabilitation publications require its use in their articles. Centers for independent living and advocacy groups for people with disabilities often require it for any official purpose.

Michigan Developmental Disabilities Council Grant Proposals

The Michigan Developmental Disabilities Council (DD Council) uses People First language as its standard. We require use of People First language in all of our products. We also expect People First language in grant proposals and in all products of our grant projects. This section of our "Information and Tools" package provides specific guidance to anyone who is developing a DD Council grant proposal.

Points to Remember

1. Mention the person first and the disability second. Remember that the person is not the condition. To keep your emphasis on the person:

Do Say	Avoid
• A woman with a physical disability.	• A physically disabled woman.
• A man with intellectual disabilities.	• An intellectually disabled man, or • A retarded man.
• People with disabilities.	• The disabled.
• A person who has autism.	• An autistic, or • An autistic person.

2. Some words and phrases should NEVER be used because they carry serious derogatory connotations. Some of the most hurtful terms include:

NEVER Say:	Say Instead:
• Victim.	• Person with a disability.
• Afflicted by …, Suffers from …, or Stricken by …	• Has …
• Crippled or lame. • Handicapped. • Deformed, or deaf and dumb. • Defective.	• Has a disability.
• Unfortunate, pitiful, or burden.	**Nothing.**

The words and terms under "Never Say," above, are always hurtful when used to describe people. People with disabilities don't want to be seen as victimized, afflicted, suffering or stricken. "Crippled," "lame," "handicapped," "deformed," and "deaf and dumb" are all negative, emotion-laden terms that speak to **lack** of ability. "Defective" is dehumanizing. Appliances may be defective - Babies are not. As for "unfortunate," "pitiful," or "burden," just don't use them to refer to people with disabilities. These are inappropriate emotional terms. They foster inaccurate stereotypes and serve no useful purpose.

3. People who use wheelchairs use them as tools for getting where they want to go. Many feel that they are **freed** by their wheelchairs, certainly not imprisoned by them.

NEVER Say:	Say Instead:
• Confined to a wheelchair. • Wheelchair-bound.	• **Uses** a wheelchair.

4. Adults with intellectual disabilities are adults.

NEVER Say:	Say Instead:
• Childlike, boy, or girl, when talking about an adult.	• Person, man or woman.

5. Use objective descriptors instead of these negative, emotional terms.

Do Say	Avoid
• John Smith has cerebral palsy.	• John Smith is a cerebral palsy victim. • John is a cerebral palsy (or a CP).
• A woman with muscular dystrophy	• A woman who is afflicted by muscular dystrophy. • A woman who suffers from muscular dystrophy.
• Mary Jones uses a wheelchair.	• Mary Jones is confined to a wheelchair. • Ms. Jones is wheelchair-bound.
• Mr. Johnson uses crutches.	• Mr. Johnson is crippled. • He is a cripple.
• A newborn with disabilities.	• A defective newborn. • A child with birth defects.
• People with mental retardation (or intellectual disabilities).	• The mentally defective. • The mentally retarded. And **absolutely** not: • Retards.

6. When describing people who do not have disabilities say, "People without disabilities."

Do Say	Avoid
• People without disabilities • **T**emporarily **A**ble-**B**odied person (**TAB**).	• Normal people.

7. People with disabilities are **NOT** chronically ill or sick. A disability may be caused by a disease like polio or rubella, but the disability is not the disease. Do not say "patient" unless you are talking about the relationship between a person with a disability and a health care professional.

We're Here.
We're Here To Stay

People First Wisconsin

8. Avoid casting a person with a disability as "inspiring," or as a superhuman model of courage. People with disabilities are people, not tragic figures or demigods.

   • They do not require special courage just to live;
   • Most do not think that their lives should "inspire" you; and
   • Some of them are not always cheerful.

9. Do not use "special" to mean segregated. Separate schools, or buses just for people with disabilities, are situations that disconnect them from their community, and the separateness often interferes with their getting where they want to go or doing what they want to do. Many of them feel that there is nothing special about these segregated settings.

10. Avoid terms that suggest that the disability itself makes someone "special."

Do Say	Avoid
• Children who receive Special Education Services.	• Special children; or • "Special Needs" children.

11. Would you like to be labeled? … To be defined by only one part of who you are? Using People First language is a matter of good manners and treating people the way you would like them to treat you. Address others as you would like to be addressed.

12. If the disability is not relevant to your context, why mention it at all? Say "man," "woman," "child," "employee," "member." Or, to quote from the Texas Council on Developmental Disabilities, say:

   "Friends, neighbors, coworkers, dad, grandma, Joe's sister, my big brother, our cousin, Mrs. Schneider, George, husband, wife, colleague, employee, boss, reporter, driver, dancer, mechanic, lawyer, judge, student, educator, home owner, renter, man, woman, adult, child, partner, participant, member, voter, citizen, amigo or any other word you would use for a person."

People First of Nevada

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♦ *People First Language: Communicating with and about People with Disabilities.* From the New York State Department of Health. http://www.bridges4kids.org.

♦ *People First Language: A commentary by Kathie Snow.* www.disabilityisnatural.com.

♦ *A Brief History of the Disability Rights Movement.* The Anti-Defamation League. http://www.adl.org.

♦ *Describing People with Disabilities.* Texas Council for Developmental Disabilities. http://www.txddc.state.tx.us/resources/publications/pfanguage.asp

♦ *A Media Guide to Disability: The Language We Choose.* Connecticut Council on Developmental Disabilities. http://www.ct.gov/ctcdd/site/default.asp.

♦ *People First Language.* Hawaii Developmental Disabilities Council. http://hiddc.org/language.htm.

♦ Website of People First of Oregon. http://www.people1.org/about_us_history.htm

♦ Disabled and Proud Website. http://www.disabledandproud.com/
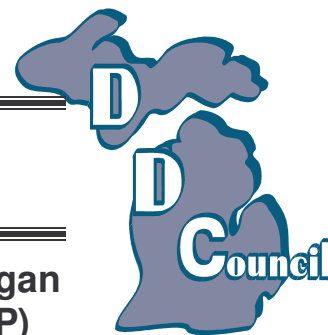
4. Checklists

For assessing proposals developed in response to a Michigan Developmental Disabilities Council Request for Proposals (RFP)

The following tools are provided for your convenience, to help you cross-check your proposal, to assure that it includes all the needed elements, and, to some extent, to help you assess the completeness of your plans for elements like outreach, cultural competence and sustainability.

4.A. Checklist of General Requirements: Elements needed for ALL responses to DD Council RFPs

4.B. Checklist for Reviewing *Public Input to the DD Council's Planning Process*

4.C. Sustainability Checklist: Indicators of Readiness and Ability to Promote Sustainable Systems Change

Checklists are provided for YOUR convenience.

Do not include them with proposals.

4.A. Checklist of General Requirements

Elements needed for ALL responses to DD Council RFPs

Proposal Cover Sheet is completed, including:

☐ Complete contact information (address, phone, fax, email);

☐ Authorizing signature, with the top copy in original colored (not black) ink.

☐ Brief summary of the project under "Project Title and Summary."

☐ Budget figures at the bottom for the first year of the proposed project.

Summary of Assurances, including description of:

☐ How people with DD and family members, including minorities, participated in developing the proposal;

☐ How they will participate in carrying out and evaluating the project and where plans are in the proposed workplan;

☐ Minority outreach and cultural sensitivity in development, execution and evaluation;

☐ How the proposed project will evaluate its activities and accomplishments, including where to find it in the proposal;

☐ Plans for assuring that project outcomes are sustained beyond the grant period;

☐ How information and products will be disseminated.

Narrative Summary, including summary information about:

☐ Problems to be addressed;

☐ Activities: What the proposed project would do;

☐ Organizational capacity of the applicant agency and other participating organizations;

☐ How the proposed activities will lead to the targeted outcomes specified in the RFP;

☐ Where and how data will be collected, analyzed, reported and used to improve the project;

☐ What the proposed project will do to assure sustainability; and

☐ Dissemination summary for the Council's use in announcing awards.

Target groups: Description and **NUMBERS** of people the project expects to serve, train, educate, or influence. These may include:

☐ Number of people with DD by the level of supports needed;

☐ Number of people with DD by other relevant characteristics;

☐ Other target groups by their role for people with DD and by the characteristics that matter in the project's context.

☐ All target groups by race.

Outreach Strategies: Description of the proposed project's plans to assure diverse participation by:

☐ Members of minorities and culturally distinct populations;

☐ People with all categories of developmental disabilities;

☐ People who need all levels of support, with emphasis on those with high and very high support needs.

Workplan and Schedule forms, including one table for each quarter of Year One of the project.

Budget Forms for Year 1 of the project, including:

☐ Program Budget Summary, and

☐ Program Budget-Cost Detail.

Review Criteria:

☐ The completed proposal has been checked against them. (Sec. II of the RFP.)

4.B.1 Checklist for "Minority Family Support to Improve Education Outcomes"

☐ Project will provide minority family support programs to help families to:

    ☐ Find their way through the educational services available for their students with disabilities (emphasizing ages 3 to 26);

    ☐ Assure that their students with developmental disabilities receive the educational services they need; and

    ☐ Become active participants in their students' educational experiences.

☐ The project's support programs will support and assist at least 20 families per year with:

    ☐ Understanding the developmental and educational needs of their students with disabilities;

    ☐ Taking active part in their students' educational experiences;

    ☐ Finding their way through the educational services available for their students with developmental disabilities;

    ☐ Assuring that their students get:

        ☐ Better Individualized Education Plans (IEPs),

        ☐ Appropriate special education supports and services;

        ☐ Placements in inclusive general educational settings that support students' ability participate fully in their communities; and

        ☐ For students with developmental disabilities over age 14, transition plans with all the required elements.

☐ The project will use native languages and culturally appropriate activities to provide families and students with disabilities with information and referral, training, mentoring, and individual assistance.

☐ The project will build on the work of education initiatives such as *Everyone Together*, *Early Childhood*, *Positive Behavioral Supports* and *Universal Education*.

☐ The project will participate in a cross-program network among project communities to share resources, experiences, and activities (e.g., speakers, conferences, train-the-trainer events).

☐ The project will comply with cross-project evaluation requirements.

☐ The project will achieve the outcomes and indicators specified:

　☐ Increased involvement of minority families with their schools.

　☐ Minority families' increased satisfaction with their child's educational program.

　☐ Minority youth in funded communities have improved IEPs.

　☐ Minority youth, in the projects that serve older students, achieve desired and functional post-secondary outcomes, e.g., graduation; continued education; job; own living arrangement.

☐ The project will develop descriptions of effective practices that will be useful to other communities interested in replicating the project's achievements.

☐ The proposal includes the following information:

　☐ The school district(s) or other entities (local and/or ISD) the project plans to work with, and describes how the project will work with them.

　☐ The age groups the project will target.

　☐ A specific plan, or a description of a process already in place, to assure protection of confidentiality.

　☐ Letters of support that include concrete specifics.

☐ The applicant agency has access to the skills and experience needed to carry out the proposed project.

☐ The applicant agency has experience with, understanding of, and commitment to, self-determination (including children's emerging self-determination) and community inclusion for people with DD and their families.

☐ The applicant agency has substantial support from the people and organizations in their community whose help can assure the project's success.

4.B.2 Checklist for "Cross-Project Evaluation of Minority Family Support to Improve Education Outcomes"

☐ The project will develop information that assists the projects in improving their operations.

☐ It will help the projects improve their internal evaluation and workplan.

☐ It will involve consumers, students and family members who are participating in the local projects in every aspect of the evaluation.

☐ The project will assess the local projects' processes, specifically the degree to which they are implementing the program specified in RFP #2009.A.1.

☐ It will evaluate the projects' outcomes and analyze the factors associated with achieving the targeted outcomes.

☐ Information developed by the project will allow the Council to compare the effects of different approaches in different communities.

☐ The evaluation design will include:

    ☐ A process, that includes consumers and local project staff, for setting outcome indicators and developing common data elements, to enable aggregation of information across projects.

    ☐ Comparison of project designs and methods, and their relationships with outcomes and participant satisfaction.

    ☐ Quarterly round-table meetings of the pilots' project directors with the evaluation team.

    ☐ Reports to the Council, as specified.

    ☐ Routine feedback to and communication with the Education Work Group.

☐ The project's outcomes will include:

    ☐ Development and implementation of the evaluation design.

- ☐ Recommendations that can be used by participating projects, by the Council in future planning, and by others interested in developing similar programs.

- ☐ Information for critical stakeholders on education and family support issues for minority students with disabilities and their families.

- ☐ Projects' improved ability to support and achieve the desired outcomes for students in special education and their families.

- ☐ The DD Council's increased understanding of how to support and advocate for:

  - ☐ Improved family support for families of minority special education students; and

  - ☐ Improved IEPs and better education services and outcomes for minority special education students.

- ☐ Documentation of the local projects' positive outcomes.

☐ The proposal includes:

  - ☐ Letters of support that include concrete specifics.

  - ☐ Brief examples of the applicant's products from similar projects.

☐ The applicant agency has access to the skills and experience needed to carry out the proposed project.

☐ The proposal includes:

☐ The applicant agency has experience with, understanding of, and commitment to, self-determination (including children's emerging self-determination) and community inclusion for people with DD and their families.

4.C. Sustainability Checklist

Indicators of Readiness and Ability to Promote Sustainable Systems Change

Does the organization have:

☐ **Strong Organizational Commitment to Systems Change as indicated by:**

    ☐ A collective desire to be a champion team.

    ☐ A "*Yes I can*" attitude.

    ☐ Strong leadership commitment to the efforts needed for the proposed project to succeed.

    ☐ Leadership is willing to take risks and support innovative programming.

    ☐ Organizational mission and focus compatible with the Council's intended outcomes for the project.

☐ **Consumer-Driven Focus as indicated by:**

    ☐ Program flexibility that allows consumers' needs and preferences to direct service provision.

    ☐ Long-term organizational commitment to self-determination for people with disabilities.

    ☐ Significant use of consumer input in developing plans and in operating and evaluating programs.

☐ **Effective Use of External Resources as indicated by routinely:**

    ☐ Making positive use of factors like state funding or job market shifts.

    ☐ Building on prior relationships with other organizations to implement system change projects.

☐ **Ability to Build on Existing Resources as indicated by:**

    ☐ The organization and its staff have experience with innovative programming and systems change.

    ☐ A history of making creative use of available resources in the community.

? Do the planned activities include:

☐ **Actively Spreading The Word About Project Successes, as indicated by plans for promoting:**

　☐ Citizen, policymaker, and leader awareness of the project's successes.

　☐ Stakeholder buy-in to systems change, service innovation and other targeted outcomes.

☐ **Commitment to Tenacity in Pursuit of Change and Success as indicated by plans for:**

　☐ Eliminating and/or circumventing barriers to the project's objectives.

　☐ Evaluation that will provide ongoing information about their progress toward their goals.

☐ **Moving the Sponsoring Organization Towards Recognition as an Expert in Innovation by:**

　☐ Developing expertise over time via projects and activities that build on one another, promoting a growing sense of competence and recognition within the organization and in the community.

　☐ Informing decision makers and community members of the organization's efforts and successes.

☐ **Promoting New Philosophies And Practices In The Community, as indicated by plans for:**

　☐ Formal and informal education to foster change in the community.

　☐ Promoting change in the policies and practices of community agencies.

　☐ Targeting the project to motivated consumers who *want* to pursue changes in their lives.

　☐ Using a holistic approach, recognizing that the project addresses only one part of participants' lives, and integrating project efforts with other important services in the community.

　☐ Establishing the project as a resource rather than as an ongoing service provider, and providing training for the community service system on how to provide the innovative services.

<u>Continued</u>: Do the planned activities include:

☐ **Creative Development of Long-Term Funding by plans for:**

    ☐ Identifying alternate sources of funding.

    ☐ Applying for foundation grants and seeking community dollars.

    ☐ Redirecting organizational funds for flexibility and to facilitate long-term funding.

    ☐ Embedding project efforts into other, already existing line-item services.

    ☐ Collaborating with other community organizations in long-term project funding

☐ **Incorporating a Strong Consumer-Driven Effort by plans for:**

    ☐ Major consumer involvement in planning and decision-making, and in project operations.

    ☐ Mobilizing consumers at a grassroots level to direct change.

    ☐ Evaluation that engages consumers in assessing the project's progress, products and achievements, and in developing ways to use evaluation information to improve the project.

☐ **Creating Effective Collaborative Relationships with key Stakeholders/ Agencies by:**

    ☐ Creating partnerships with needed stakeholders.

    ☐ Outsourcing service delivery to others who can easily integrate and sustain long-term efforts.

    ☐ Sharing resources and costs of service provision with other key community agencies.

    ☐ Recognizing and respecting partners' roles in the process.

☐ **Making it Easy for Consumers and Staff to Promote Sustainability by:**

    ☐ Recognizing and respecting partners' roles in the process.

    ☐ Taking time to foster shifts in community attitudes through formal and informal education.

    ☐ Building the needed support network by enhancing and building on existing resources.

    ☐ Actively spreading the word about project successes.

5. Vendor Registration with the State of Michigan.

You need to be registered as a vendor with the State of Michigan before you can:

- Receive payment from the State of Michigan.
- Do business with the State.

This applies to individuals, businesses, non-profit organizations, units of government, municipalities, schools, colleges and universities. Contractors and vendors can register to sell goods and services to the State.

**The DD Council cannot issue a grant** award to an organization unless it is registered.

The state provides several ways you can register:

- You can register on line at http://www.cpexpress.state.mi.us/. The site also offers an on-line training module, which may be useful if this is your first time using it.
- Email your request to DMB-vendor@Michigan.gov, or
- Telephone to (888) 734-9749 [toll-free] or (517) 373-4111 [local in Lansing], or
- Fax to (517) 373-6458.

👍**Registering ahead of time will speed up the grant process and reduce the delay between receiving an award letter and receiving grant funds.**

The state makes grant payments through electronic fund transfer (EFT). EFT details are part of the vendor registration process and are available on the State of Michigan's Internet site: http://www.cpexpress.state.mi.us/.
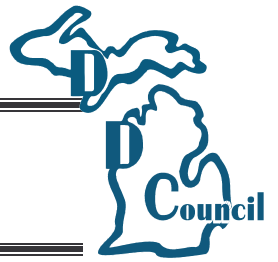
6. Information Specific to *RFP 2009.A*

6.A. Universal Education: Everyone Together Concept Paper: Universal Education: A Design for Learning

6.B. Everyone Together Position Paper: All Children, All Together, All the Time

6.C. Information on Positive Behavior Support

6.D. Pathway to Kindergarten: Position Paper and Strategies for Implementation

6.A. Universal Education: Everyone Together Concept Paper

Everyone Together
"All children, all together, all the time."

CONCEPT PAPER
Universal Education: A Design for Learning
Adopted February 13, 2003

Everyone Together and its member networks define *Universal Education: A Design for Learning* as:

> *"An approach to education that creates learning environments which are inherently designed for diversity, thus making natural educational settings accessible to all children, all together, all the time."*

This definition represents a conscious decision to move away from a teaching methodology that directs instruction to an "average" student in a "traditional" classroom. Universal Education embraces a differentiated approach to learning that acknowledges that all children learn differently, enter the classroom at different academic levels, and have very diverse abilities, disabilities, and innate skills, gifts and talents. The myth of general education classrooms where all children are performing at grade level must be dispelled. *Universal Education: A Design for Learning* is a philosophy that would build learning environments that are inherently flexible and accessible, thus benefiting all learners.

The *Everyone Together* concept of Universal Education embraces techniques like *authentic* multi-level teaching and differentiated instruction so that classrooms are inherently designed to meet the needs of all our diverse learners without ability groupings and pull-out programs. **All** students, not only those with educational "labels," benefit from educational environments which are flexible and serve a wide range of student learning styles and needs, thus enabling students to learn in the ways that are the most natural, comfortable and effective for them.

We conclude that *Universal Education: A Design for Learning* benefits all students. It is the right thing to do for **all children, all together, all the time.**

©2003 Everyone Together
www.EveryoneTogether.org
Network Locations by County: Wayne, Van Buren, St. Clair, Ottawa, Oakland, Muskegon, Monroe, Midland, Macomb, Livingston, Kent, Kalamazoo, Isabella, Ingham, Gratiot, Clare, Barry, Allegan (3,300 Involved Parents)

6.B. Everyone Together Position Paper

Everyone Together
"All children, all together, all the time."

POSITION PAPER
All Children, All Together, All the Time
Adopted February 13, 2003

It is the position of *Everyone Together* that children are best educated in natural educational settings that are comprised of all children, all together, all the time.

We believe that building educational communities that are truly inclusive—where children are universally welcomed not despite their differences but with respect for them—is a worthwhile effort that will lay the foundation for an inclusive community: a community that values the attributes of all its diverse members.

Yet, the unfortunate reality of our education system today is that many children, primarily children with disabilities, are systematically excluded from their natural educational settings— general education classrooms, with same-age peers, in their neighborhood schools. This exclusion from the very community of childhood sets a precedent for exclusion from the larger social community that extends into adulthood. Furthermore, this exclusion, which begins so early, becomes ingrained in all the community members' ways of thinking, so that exclusion and segregation of people with disabilities, from childhood through adulthood, becomes a socially acceptable concept.

It is the position of *Everyone Together* that exclusion, separation and segregation based on disability is unacceptable. This pattern of exclusion begins within the natural social communities of our youngest children; that is, within our school systems. For the sake of building social communities and a culture that values and embraces all differences, including disability, this pattern of exclusion must be clearly identified as detrimental and divisive. It must be stopped. Our society does not accept "separate but equal" as a justification for segregation based on race, ethnicity, religion, gender, sexual preference or any other human condition. It is equally unacceptable and in fact intolerable to continue to accept, condone, and support "separate but equal" as a justification for separating children and people with disabilities from their communities.

Therefore, *Everyone Together* and its member networks hold the following truths to be self-evident:

1. That Universal Education, where the natural settings of childhood are utilized to educate all ohildren, all together, all the time, is a worthy goal.

2. That our public education system must begin to address how to recreate itself to support Universal Education.

UCP
Understanding Disabilities
Creating Opportunities

6.C. Information on Positive Behavior Support

The Beach Center on Disability:
http://www.beachcenter.org/education_and_training/positive_behavior_support.aspx?JScript=1

Positive Behavior Support

What It Is
Positive Behavior Support (PBS) refers to a systematic approach to preventing or reducing challenging behaviors, and, eventually, to enhancing quality of life for individuals and support providers. PBS determines the function of the challenging behavior and teach socially acceptable skills. As new socially acceptable behaviors are learned, the challenging behavior will become inefficient, and individuals will then be much more likely to be able to achieve a better quality of life.

PBS principles and strategies were expanded from being used only with individuals to being implemented across large numbers of students at a school-wide level. This positive approach to addressing discipline problems in an entire school is called school-wide PBS.

What We're Doing
The PBS work from the Beach Center focuses on systemic approach to school and district-wide capacity to support students with behavioral and academic needs within school-wide PBS systems. This includes providing schools with staff traning and technical assistance, and various research activities on student behavior and academic outcomes.

Please visit the *Positive Behavior Support* site for in-depth information and resources on PBS work:
http://www.beachcenter.org/pbs/default.aspx

Defining PBS

Positive Behavior Support (PBS) is a systematic approach to preventing or reducing challenging behaviors, and, eventually, to enhancing quality of life for individuals and support providers.
The PBS process includes:

1. Preventing problem behaviors by assessing and restructuring an individual's environment to try to control and eliminate events that may be triggers for the problem behavior;

2. Teaching socially acceptable new skills to substitute for the challenging behaviors, which can then accomplish the same function as the problem behavior;

3. Reinforcing socially acceptable alternative behaviors that can be strengthened to complete with the problem behavior;

4. Correcting (and then re-teaching) minor problem behaviors immediately whenever they occur.

A central concept in PBS is the notion of the "function" of behavior. That is, all behavior is seen to be meaningfulness, purposeful, and functional for the individual or else he or she would not continue to engage in the behavior. The key in PBS is to determine the function of the problem behavior, and then to teach socially acceptable skills and behaviors that are just as effective and efficient in accomplishing the function of the problem behavior for the individual. As a result, the individual will not have to use the problem behavior to either obtain (or escape/avoid) things, people, activities, or events, etc. Over time, as new socially acceptable behaviors are learned, the challenging behaviors will become irrelevant, inefficient, and ineffective, and individuals will then be much more likely to be able to achieve a better quality of life.

Beginning in the early 1990s, PBS principles and strategies were expanded from being used only with individuals to being implemented across large numbers of students at a school-wide level. This positive approach to addressing discipline problems in an entire school is called school-wide PBS.

6.D. Pathway to Kindergarten

Position Paper and Strategies for Implementation

A position of The Arc Michigan that has been adopted by The Michigan Developmental Disabilities Council and other Michigan disability advocacy groups.

The Arc Michigan believes that special education is a service, not a "place" like segregated buildings or classrooms. Michigan's educational system must focus on individualized services that follow our youngest children with special needs into natural, least restrictive settings that pave a Pathway to Kindergarten.

The current educational system frequently segregates students with special needs from their non-disabled peers. Through the Individual Family Service Plan and the Individualized Education Planning processes, school personnel often present segregated, center-based services as the most appropriate, least restrictive service. As a result, our youngest students may never have the opportunity to experience natural environments. Research clearly demonstrates that if these children begin school in segregated programs, they are much less likely to experience education classrooms with their non-disabled peers.

Natural environments provide children with disabilities the opportunity to have integrated experiences with their non-disabled peers. To ensure that all children have typical childhood experiences and successful preparation for Kindergarten, The Arc Michigan proposes the following:

1. a. The Individual Family Service Plan (IFSP), for children ages 0-3, will provide the option of natural environments, such as typical preschool or daycare programs, or community based environments (e.g., home, neighborhood park, play group, etc.) appropriate for the child's individual goals.[1]

   b. The Individualized Family Service Plan should be continued for students with special needs, ages 3-5.

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[1] Part C of the *Individuals with Disabilities Act* specifies that early Intervention services means developmental services that, to the maximum extent appropriate, are provided in natural environments, including the home and community settings in which children without disabilities participate (P.L. 105-17, IDEA, amendments of 1997). Natural environments are further defined in federal regulation as natural or normal for the child's age peers who have no disabilities (34 cfr 303.12(4)(b)2).

   c. The Individual Plan (IEP), for children five-years and older, will begin with the assumption that children with special needs can be successfully included in their neighborhood kindergarten, when they are provided with appropriate services and supports.

2. Parent and professional partnering should drive the child's educational success in natural environments.

3. Training related to the benefits of natural environments and implementation of educational best practices will be available to typical preschool and daycare staff to ensure competent care, acceptance and participation of ALL children.

4. Training on positive behavioral supports and medication administration will be provided to school, typical preschool and daycare staff.

5. State licensing regulations for preschool and daycare centers will provide for the personal care needs of all children in attendance (e.g., diaper changing), and will comply with family-centered practice.

6. To support student success in natural environments and general education classrooms, the Individual Family Service Plan and The Individual Education Plan will provide the necessary supports, such as supplementary aids and services, and curriculum modifications.

The Arc Michigan supports improving educational services for ALL children. The "Pathway to Kindergarten" promotes less restrictive options for families of children with developmental disabilities, and improved early childhood experiences for all children, including those without identified disabilities who nevertheless present challenges.

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Adopted by The Arc Michigan Board 9/09/00   (PS31 ARC)